



The Leadership Academy Developer

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Dee Ragsdale, director of special programs at Crawford Co. R-1 Schools gets organized at the opening of the Satellite Academy Kickoff last month.

New Satellite Academy Class Learns from Dr. Eaker and Dr. Whitaker

Professional Learning Communities (PLC) was the topic that Robert Eaker, Ed.D., dean of the College of Education at Middle Tennessee State University, shared with 136 academy participants on Thursday morning of Satellite Academy Kickoff in July.

"It is important to realize that you must be smart enough to get out of the saddle when your horse has died. The strategy of PLCs is the most promising approach for sustained, substantive school improvement in developing the ability of the

school personnel to function as a PLC," according to Dr. Eaker. He expressed the importance of building a strong foundation in order to reach school goals. In PLCs, there are six characteristics:

- Shared Mission, Vision, and Values
- Collective Inquiry
- Collaborative Teams
- Action Orientation/ Experimentation
- Commitment to Continuous Improvement
- Results Orientation

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Friday's keynote speaker was Dr. Todd Whitaker, associate professor of Educational Leadership at Indiana State University and former graduate of the Satellite Academy.

For improving instruction and increasing student achievement, he offered several strategies including a *Friday Focus*. Dr. Whitaker used the newsletter in his schools because he found this to be a positive public relations tool. He made the statement that good principals teach teachers not students, and the goal of a good principal is to get better teachers and improve the teachers that you have through the superstar, backbone, and mediocre approach. He shared techniques for motivating teachers.

One of the Kickoff participants stated, "The speakers were not only motivational, but they also gave practical advice that can be implemented in any school regardless of financial constraints."

During Kickoff, participants were given time in their regional groups to debrief and discuss what the speakers presented.

The Satellite Academy is a yearlong professional development experience for aspiring and practicing administrators. There are four statewide meetings which include Kickoff, OLE, Winter Meeting, and June Graduation. Regional meetings are also held throughout the year.



Satellite Academy Graduates 17th Class

By Dr. Doug Miller

On Saturday, June 15, I attended my 15th graduation of the state Satellite Academy Graduation class at the Lake of the Ozarks. Some 175 participants attended with their families and friends. Recently, I attended the 18th graduation of the St. Louis Principal's Academy at the Missouri Athletic Club. What I observed and felt was another miracle of transformation of school leaders. Leaders armed with optimism, knowledge and skills to build a brighter future for our children. It seemed like only yesterday that we graduated the first class of the Academy in 1986, which included 42 members in attendance.

Satellite Academy has impacted nearly 2,300 school leaders since its inception. One could ask why it has lasted so long. What happens in the yearlong program that is so transformational? What has been its impact on student achievement? Why does it continue to grow? Why do so many alumni return to the Academy to contribute their time and effort to its ongoing programming?

I guess I could not only answer many of the above questions by reflecting on why and how the founding fathers established our

Vision Statement

*The Leadership Academy
will collaboratively create
world-class school leaders
for student success.*

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Division of
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Mission Statement

*The Leadership Academy
will positively impact
student performance by
inspiring and developing
highly effective school
leaders.*

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Academy in 1985. The genesis of the Academy was to help administrators overcome the aloneness of leadership. It was to provide a safe harbor to heal, repair and renaissance the school leader through: overcoming isolation, growing the intellectual capital needed for schools; and creating and maintaining a cutting edge mentality to insure beneficial learning for all in our schools. Schools were not places where the learned taught the learner, but where the learners collectively gathered to grow and change and learn from each other.

The Academy still promotes the original founding goals as outcomes including Self-improvement, School improvement, Collegiality and Continuous improvement. In 1986 our Academy design team attended the Harvard Principals Institute where we met Jon Saphier and Matt King. They gave us norms for our academy. They were: collegiality, experimentation, high expectation, trust, confidence, tangible support, reaching out to the knowledge base, appreciation, recognition, caring celebration, humor, involvement in decision-making, protection of what's important, traditions, and honest, open communication.

Roland Barth, founder of the Harvard Principal Center, in his 2001 book, *"Learning by Heart"* wrote, "What is needed is an invitation to practitioners to bring a spirit of creativity and invention into the schoolhouse. What is needed is a sense of heart."

Peter Senge, author of *"The 5th Discipline,"* described our academy in 1990 when he wrote, "Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to work together."

In 1994, Corrine McLaughlin and Gordon Davidson said, "Community means different things to different people. To some, it is a safe haven where survival is assured through mutual cooperation. To others, it is a place of emotional support, with deep sharing and bonding with close friends. Some see community as an intense crucible for personal growth. For others, it's simply a place to pioneer their dreams."

Archimedes wrote, "Give me a lever long enough and single-handed so that I can move the world." Our academy is moving our profession; it is a lever for change in leadership in Missouri. The Academy has spawned the professional development movement for our state. The establishment of Regional Professional Development Centers and five national U.S. Department of Education nominees for high quality professional development are just two illustrations of our level for positive change.



Lighting the Way to Revolutions in Learning

Learn from the best in Boston, December 7-11, 2002. Slated presenters at the National Staff Development Council's (NSDC) 34th annual meeting are Rudy Crew, Richard Elmore, Michael Fullan, Eugene Garcia, Asa Hilliard, Gerry House, Lauren Resnick, Peter Senge, and Dennis Sparks with the pre-conference on December 7-8.

For more information, see NSDC's Web site at www.nsdco.org/educatorindex.htm. For a registration book, call 513-523-6029 or e-mail nsdcoffice@aol.com.



Professional Development Series Scheduled for 2003

Five sessions are scheduled for the 2003 series and will be held at the Lenoir Center in Columbia. Each of these sessions reflect the 6 ISLLC Standards.

- Dr. Robert Garmston on "Leadership and Facilitation for the Adaptive Schools" on January 30 and 31
- Dr. Rita Pierson of Ruby Payne Associates, presents "A Framework for Understanding Poverty" and "Learning Structures" on February 19 and 20
- Joellen Killion on "Assessing Impact: Evaluating Staff Development" on April 1

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- On May 1, winners of the Commissioner's Award of Excellence for Professional Development will share exemplary techniques that positively effect student achievement
- Bruce Wellman and Laura Lipton on "Divergent Ideas, Compatible People: Developing Data-Driven Dialogue Capabilities in Schools" on June 9-10

Brochures with more details will be mailed shortly. For more information, call Denise Wargo at 573-751-1370.

For additional information, watch the Web site at www.dese.state.mo.us/divteachqual/leadership/.



**The ISLLC Portfolio Assessment Process:
How Far Have You Traveled
Using the ISLLC Standards As
the Map?**

*By Peggy Lewis, principal
Wyman Elementary
St. Louis Public Schools*

During the 2001-02 school year, I participated in the ISLLC Portfolio Assessment to fulfill requirements for renewal of my administrative certification.

The process involved designing

and compiling a portfolio around the ISLLC Standards. This process includes collecting data-artifacts which included samples of work, analyzing and re-examining the data, and tying them together by means of a narrative. The Leadership Academy provides strong support and guidance through the process.

My first step was to review the components to be addressed in the portfolio. This challenged me to be much more aware of my daily practices/work relative to the ISLLC Standards. Next, I cleared a shelf in my office and carefully sorted each item to be included according to the Standards. As the shelf filled with artifacts/documents, I critically reviewed and reflected on them. A word to the wise: start early in the school year and set up a data-collection system. The portfolio began to take shape, and compiling the narrative with artifacts showcased the issues and highlights of my work as a school leader. Several sections involved staff contributing responses related to their work with students and professional development. This collaboration was important and affirmed to the staff that their feedback and work was valued.

The portfolio process has provided me with insight into my professional/leadership practices and served as a way to connect my personal development to school development. It was personally a valuable approach to learning because

my portfolio is unique and reflects my approach to leadership and the ISLLC Standards. Since a portfolio is a work in progress, it has made me more aware of the ongoing work of continuous learning and improvement.

I encourage my colleagues in Missouri to use the ISLLC Portfolio Assessment for license renewal. This is an avenue for reviewing personal leadership practices and demonstrating growth toward excellence as a school leader. Take the challenge!

More information on this process can be found at www.dese.state.mo.us/divteachqual/leadership/isllc/

Rural Schools form Data Consortium

Six rural school districts in Northeast Missouri have joined with Truman State University and the Northeast Regional Professional Development Center to form the Truman Research and Analysis Consortium (TRAC). This collaborative project started last year to create and maintain a longitudinal database for participating school districts. Districts can access data on the Internet to make informed decisions that will positively impact student achievement.


This database will allow schools to follow students, courses, programs and a host of other variables across time and allow easy cross-referencing of different types

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of data, as well as provide basic statistics (e.g., frequencies, means, etc.) for any groups defined by any combination of variables. For example, one could easily look how student test scores have changed over the last five years in a content area (e.g., Math) using MAP, Stanford 9, or grades and see how these changes relate to specified variables (e.g., school programs, student background characteristics, other test results like ASVAB, PLAN, or ACT scores, etc.) using point and click queries over the Internet. The districts will also use the database to determine the effectiveness of existing programs and processes.

The participating school districts are involved with implementing the School Portfolio Process in partnership with the Leadership Academy and the Education for the Future Initiative at California State University, Chico, and Southwestern Bell Education  Foundation.



**Reflections of a 2002
Satellite Academy Graduate**
*By John Finnane
Martin Warren Elementary,
Warrensburg School District*

As we walked towards fall in the twilight of summer the kickoff to our Academy experience began. The feeling was much like summer camp. The check-in line

was long, and we all looked frazzled and tired from the trip. The excitement level about the journey we were about to embark upon was slightly higher than mowing my backyard in 100 degree heat. The thought of being at the lake and bearing the brunt of being inside all day away from the endless possibilities that could be viewed from the lakeside meeting windows was intolerable. This had to be some sort of cruel joke. I knew my assistant superintendent had a sense of humor, but this was just plain mean. No one knew what was ahead of us. Gary Manford from The Leadership Academy told a few jokes and eased the crowd of academy hopefuls, introduced our speaker and off we went.

Todd Whitaker began to speak. My first thought was he had a striking resemblance to Jeff Goldblum. As I began to embrace the content of this guy's thesis, I realized that some of this stuff might actually work. He spoke about teachers that were "difficult" and offered effective strategies to deal with them. I had a few in my building that I would love to deal with. His strategies do work. I returned to my building to apply the "Focus." I saluted my "Superstars." I ignored my "difficult" teachers. At year's end, my most difficult teacher quit and my "Superstars" were lighting the world on fire.

The next major hurdle to conquer during the Satellite Academy was, "What the heck is this outdoor thingy all about?" Upon arrival, I discovered that there wasn't a Hilton in sight. I looked around at the setting that

I had been placed in and thought very seriously about whether this was really worth the suffering. I was born and raised a city boy. The only thing that came to mind was "The Dukes of Hazard" and those old John Wayne movies.

The KOLBE Index was next. I knew I was a factfinder/follow through so there is no need to even get my results. Then the moment of truth came, What?" "There is no way this is accurate, a 9 on quickstart!" Yes, it was hard to take. After all, the speaker indicated that quickstarts are the equivalent to a third grader who forgets to take his Ritalin.

The first day "In Camp" was a blast. Our group number nine, was coming together. We had the opportunity to learn a lot about each other that day. Skip Grigsby and Linda Dooling molded us into a group that was unstoppable. We climbed the mountain, we rappelled the cliff and we ate the breakfast. Actually, the food was not all that bad. Then morning came.

The day of the big hike was next. What could be so hard about finding some flags and walking through the woods? The trek began with the speed of a cheetah and the perseverance of an Amway representative. Lunch went smoothly. Susan and the girls made a glorious salad and fire-roasted garlic bread, and the boys made tofu spaghetti. We were sailing along smoothly and then Mother Nature turned out the lights and we fell apart. We couldn't find a flag if it was pinned to our own

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flashlight. We were smack dab right in the middle of "The Blair Witch Project." We were hungry, tired, and dirty, but one thing stuck out that I will never forget: we stayed together. The Niners were going to finish this mission. The union of this group after just 24 hours was amazing. "The Real World" had nothing on us. Amazingly just before 2:00 a.m., we finished. I have never seen a group of people so happy to see a cemetery.

Rick Dufour, the king of Professional Learning Communities, spoke at our graduation. The value in listening to this guru was that he has walked the path. He has worked in the trenches and has seen the success that comes from his methods. Utilizing data to drive our mission, allowing building-level principals to drive the curriculum, and holding teachers accountable through the pyramid of intervention really does work. I am hesitant to say it for fear that I will sound like an infomercial.

The entire Academy experience presented each of us with a path. The information presented at the Satellite and regional meetings allowed us to immediately take back to the job what we learned. Sincerely, I believe that I am a better administrator today than I was a year ago. After a year of growth and experience, we are all professionally better off. The phrase used so eloquently at the graduation by Doug Miller, "You never leave the Academy," should be changed to, "The Academy never leaves you."



Calendar of Events

Date	Topic	Presenter	Location
2002			
October 10 -11 and November 18 -19	Leading Groups in Conversation Using the School Portfolio	Marilyn Tabor Peg Luidens	Columbia
October 17 - 20	Outdoor Leadership Experience	LA Staff and Others	Lake of the Ozarks
November 6 - 7	Framework for Understanding Poverty & Learning Structures	Dr. Sue Nelle DeHart of Ruby Payne Associates	Columbia
January 26 - 29	Winter Satellite Academy	LA Staff and others	Lake of the Ozarks
2003			
January 30 - 31	Leadership and Facilitation for the Adaptive Schools	Dr. Robert Garmston	Columbia
February 19-20	Framework for Understanding Poverty & Learning Structures	Dr. Rita Pierson of Ruby Payne Associates	Columbia
March 16-18	Show-Me Development Conference	Various Speakers	Lake of the Ozarks
April 1	Assessing Impact: Evaluating Staff Development	Joellen Killion	Columbia
April 15 - 16	Framework for Understanding Poverty & Learning Structures	Kim Ellis of Ruby Payne Associates	Jefferson City
May 1	Selected Exemplary Schools for Professional Development	Winners of the Commissioner's Award of Excellence for Professional Development	Columbia
June 9-10	Divergent Ideas, Compatible People: Developing Data-Driven Dialogue Capacities in Schools	Laura Lipton and Bruce Wellman	Columbia
June 19-21	Satellite Academy Graduation	LA Staff and Others	Lake of the Ozarks
July 17-19	Satellite Academy Kickoff	LA Staff and Others	Lake of the Ozarks
November 3-6	*Train the Trainer Framework for Understanding Poverty and Learning Structures	Dr. Ruby Payne and Associates	Columbia

*Participants must have attended one of the three two-day sessions on Frameworks of Poverty and Learning Strategies